

LATIN NOTES

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Address communications to Frances E. Sabin, Director of the Bureau

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Catiline

Detail of a painting by Maccari.

"Quid, quod adventu tuo ista subsellia vacuefacta sunt, quod omnes consulares, qui tibi persaepe ad caedem constituti fuerunt, simul atque assedisti, partem istam subselliorum nudam atque inanem reliquerunt, quo tandem animo tibi ferendum putas?" —Cicero, *In Cat.* 1.7

A ROMAN FORUM OF PLASTER

A study of the Roman Forum may be made fascinating and somewhat realistic by the construction of the various buildings in gypsum. This material affords in itself a profitable study. One should learn at first by use just what is the pouring consistency of a good grade of the plaster, how rapidly it sets at various thicknesses, how much alum is needed in the mixture to harden it well, how to smooth it, and how long it takes to "cure" a piece. The teacher will find that a quarter's worth of plaster used in experimenting (and that with the students' assistance) will save a great deal of time and money.

Use Huelsen's "Roman Forum," Platner's "Ancient Rome" (Allyn and Bacon), and Kiepert's large map of the Forum, and plan the entire Forum area by scale so that the buildings may be in correct proportion to each other. Some of them will have to be planned from fragmentary descriptions. It is well to construct them on a small scale, monument by monument. A Forum area of 34" by 52" is a reasonable size.

The Temple of Vesta is a delightful building to begin with. Platner's book and various pictures will suggest dimensions. Prepare columns of wood painted white, or glass tubes filled with dry gypsum. The diameter of the podium in the diagram in Platner is a very convenient size. As the podium was quite high, and as one may desire later, if all the buildings have been made, to sink them in a foundation of plaster over wire, the mould for the podium should be quite deep. Heavy cardboard will do for the form. (Never use iron about plaster of paris.) The cella in Platner's diagram has a diameter that can be matched by a glass tumbler, and there can be no better mould. The mould for the roof should not be made until all the rest of the building has been made and cured.

Fill the glass tumbler full of good smooth mixture, and after it has stood a day, break away the glass. In your hand will lie a beautiful white cella. The next work must be done rapidly. Fill the form of the podium nearly full with the mixture; let it stand about two minutes; then in the center set the cella; around the cella stick in the columns, keeping them vertical and at equal distances apart; and lastly, fill up the mould of the podium with a fairly liquid mixture to set the columns and the cella. Thus the temple must stand for another day or two, when the cardboard mould may be torn away.

A roof now is needed. Make a shallow funnel of heavy cardboard, trying it over the cella and columns until it is only a little too large. Trim it so that it will not be inconvenient to handle. Fill it with mixture, and at once turn the temple upside down and hold it in the mixture at the right place until it begins to set. A little thin mixture added at the last will smooth the work and hold it.

The next step is to make the approach to the temple. You may use a rectangular mould, remembering that while the plaster is still green, steps may be easily cut with a knife. One end of the mould must be open, to be pressed close against the temple at the right place as the plaster is poured in.

After the steps are cut and the edges of the roof are trimmed by knife, it only remains to transform the marble roof into the proper tiles. With the point of the knife bore a small round hole at the apex of the roof. Make the effect of tiles by sharp lines cut with the knife, cover with shellac twice, and complete the roof with a thin coat of tile-colored paint.

At this point the students will know a good deal about the Temple of Vesta, as well as about gypsum, and they will be so pleased with the little structure that they will be eager to make other buildings. Those that are rectangular will be large enough to have hollow cellae, which can be easily made by the use of double wooden moulds one within the other. These buildings permit the cutting of doors and small windows. Even

the carving of small lines to suggest architectural decorations may be undertaken but cannot be carried out very far.

The ingenuity of the students will suggest means and expedients, many of which are likely to be improvements on those mentioned in this article. Indeed, it is here only intended to suggest to the students how they may know the Forum with Caesar and Cicero.

—Mary M. Howard,
Janesville High School,
Janesville, Wis.

AN EXTRACT FROM AN ACCOUNT OF A DEMONSTRATION LESSON IN READING LATIN

Given before the Northeastern Ohio Teachers Association at Cleveland, Ohio, on Oct. 24, 1924, by Miss Helen Chestnutt, Central High School, Cleveland.

I. The Aim of the Lesson

The aim of the lesson was to show how pupils can be trained to understand Latin without the medium of English—that is, to read Latin as Latin, without the necessity of translation, or at least of a word to word translation. Our aim also was to show that by training pupils in this way from the beginning of their study of Latin, they can achieve greater grammatical accuracy and greater reading power than by the old methods.

II. The Material Used

The material used was the third instalment of a serial story in *Whittemore's Elementa Prima*. The first two instalments had introduced the three Horatii and the three Curiatii, and had described the contest between them up to the point where one Horatius and two Curiatii remained. The last Horatius had just killed the first of the Curiatii.

III. The Method in General

1. The review lesson

A quick review of the story was made by a series of questions and answers between the teacher and pupils. The grammatical principle emphasized in this review was that of indirect discourse. The teacher asked questions in Latin about the setting of the story, the characters and the events that had already taken place. The pupils answered in Latin. In this review the answers of the pupils determine the next question of the teacher, so it is unnecessary to give examples of questions and answers here.

2. The new lesson

The lesson for the day is then started. The pupils, with their books closed, listen attentively as the teacher presents to them orally the reading material of the new lesson. The main emphasis of the work is the introduction of the material through the ear of the pupil rather than through the eye. The teacher reads a sentence, then paraphrases it, substituting for the new terms words already familiar to the pupils. When the majority of them have grasped the meaning of the sentence through the paraphrase, she repeats the original sentence very slowly and proceeds to ask questions in Latin to bring out its thought. These questions are very simple and are so framed that a great deal of repetition is required, for in this way the new vocabulary is actually learned. The brighter pupils answer more readily at first but by constant repetition the duller ones also find themselves taking an active part in the exercise and answering intelligently. This process is continued until the entire advance lesson has been covered, and the pupils have thoroughly understood the thought of the story. Then, and not until then, the books are opened and the story is read aloud in Latin and a translation made, if the teacher wishes.

Let me state here that after the presentation of the lesson in this way the translation is a very simple matter. The lesson is then assigned as home work; the pupils study it, read it aloud, translate it, and master the new vocabulary and forms.

3. Advantages of the method

(1) The pronunciation is thus correct from the beginning; there are few faults to overcome, as the teacher has introduced the word correctly *through the ear*, the chief organ for learning a language.

(2) The natural phrasing of words is done without conscious effort, by imitation, as the pupils will unconsciously use the intonations of the teacher.

(3) The meaning of the new words has been learned through other Latin words, the medium of English being entirely eliminated, and thus two very important principles in the learning of a language are emphasized, association of ideas and frequent repetition.

(4) The new grammatical forms and their relations to other words—the new grammatical principles—have been introduced naturally and logically in the sentence, and are thus understood without any strain or effort.

(5) The new lesson has been first approached through the medium of the ear and tongue, and has last been mastered through the eye. This is the natural method of learning a language, for, by actual proof, we know that in studying a language an impression made through the ear is far deeper than one made through the eye.

IV. A Concrete Illustration of the New Method

1. The new story

Romani Horatium Victorem Accipiunt

Tunc clamore Romani adiuvant militem suum, et ille alterum Curiatium conficit. Iamque aequato Marte singuli supererant sed nec spe nec viribus pares. Alter erat intactus ferro et geminata victoria atrox; alter fessum vulnere, fessum cursu trahebat corpus. Nec illud proelium fuit. Romanus exsultans male sustinentem arma Curiatium conficit; iacentem spoliatur. Romani ovantes Horatium accipiunt et domum deducunt.

2. Procedure

(1) Teacher reads:

"Tunc clamore Romani adiuvant militem suum et ille alterum Curiatium conficit."

(2) Teacher paraphrases:

Tunc . . . illo tempore . . . clamore adiuvant militem suum . . . suo militi opem dant, suo militi opem ferunt . . . suum militem adiuvant et ille alterum Curiatium caedit."

(3) Teacher repeats the original sentence:

"Tunc clamore Romani adiuvant militem suum et ille alterum Curiatium conficit."

(4) Questions and Answers:

Q. Quando Romani militem suum adiuvant?

A. Tunc Romani militem suum adiuvant.

Q. Quo tempore Romani militem suum adiuvant?

A. Illo tempore Romani militem suum adiuvant.

Q. Quem Romani adiuabant?

A. Militem suum adiuabant.

Q. Quomodo eum adiuverunt?

A. Clamore eum adiuverunt.

Q. Quid Romani fecerunt?

A. Militem suum adiuverunt.

Q. Quem ille conficit?

A. Alterum Curiatium ille conficit.

Q. Quis alterum Curiatium confecit?

A. Horatius eum confecit.

Q. Quid Horatius fecit?

A. Ille alterum Curiatium confecit.

Editor's Comment

It is not to be supposed that such a procedure as is outlined in the above article is to be continued throughout the course or to the entire exclusion of traditional methods of teaching translation at any stage. In other words, a wholesale adoption of the so-called "Direct Method" in the teaching of Latin is not implied in this device for assisting pupils in the earlier stages to comprehend the thought through expression in Latin rather than in English.

FOR THE CAESAR TEACHER'S BULLETIN BOARD

How a Boy Tricked the Romans

An imaginary incident in connection with Caesar's attempt to capture the towns of the Veneti in 56 B. C. (See B. G. III. 7-16.) Meromic and Louaven are two Gallic boys who live in Rodec, one of the towns situated at the end of a long tongue of land, which the Romans are besieging.

About half-way between the causeway and the waves there was a little group of rocks with pools among them, flat, dazzling mirrors to the sun; Meromic blinked at them, considering something; then he touched Louaven on the arm: "I've a plan."

For some minutes they talked together; at last Louaven nodded: "Very well. But you will be careful, Meromic? Whatever happens, don't stay too long; if a few get past with you, we'll be there to meet them! You're sure you know your way?"

"Oh yes; and I can jump, but they'll be heavy-armed, they won't be able. Even if it's not a whole cohort, it'll put the others off."

He took off his cloak and armour, left Ar-roud* for his cousin to take care of, and made all his preparations; from the far side of the island he set sail alone in a little boat of stretched leather, and landed an hour later three miles down the coast.

About high tide, the legate heard that a fisher-boy had something to tell him; the boy was brought before him a long-legged thing with tar on his face, dressed in a torn grey shirt, and an old sheep-skin; he twisted his hands together and said he wanted money. The legate gave him money and spoke to him gently; he offered to guide the Romans into Rodec by a new way that the garrison would never be guarding; he pointed it out.

"But the quicksands?"

"I go round them; it's the place I used to dig sand-eels for bait. The tide would be right at dusk today."

"The tide will have turned by then, and the quicksands will be spreading; better wait a day or two till it's at its lowest in the evening."

"As you like, sir, but I warn you one thing, it should be done at once if it's to be done at all; they say there's two thousand men waiting up north in Lugdenn for the word to march."

The fisher-boy wept that he was betraying his country, and was promised more gold if he guided them safely to Rodec. The legate decided to feign an attack along the causeway that evening; this would keep all the garrison busy there, while one cohort went round by the new way, got into the town, and fell on the Gauls from behind.

Meromic loved being a fisher-boy and speaking with a country accent and pretending not to understand when the officers talked in Latin, and he had the money tied into a knot in his shirt. But now—he had one eye on the tide and quickened his pace a little; this would be dangerous. The young tribune beside him fingered his silky, black moustache, and passed down word that the men were to follow him three deep; they were a picked cohort of veterans, steady, reliable men, who were always chosen for a piece of special work like this. Meromic glanced over his shoulder at the battle on the causeway, but could make out very little; the sunset was glowing orange behind the black mass of Rodec; he felt the cool, firm sand underfoot. Then he splashed through the first of the pools, and his toes sunk slightly in the bottom. He could hear from the changing tone of the waves that the tide was beginning to come in quicker; he hurried along the rocks, the tribune could hardly keep up with him. His bare feet were steady as he jumped or clung, but the Roman soldiers with their nailed boots were slipping all the time. His heart throbbed so that he could hardly think of anything else, but he went on calmly; he got to the end of the chain of rocks, with a hundred yards or so of sand between him and the foot of the Rodec crags. He looked back; the last of the cohort were getting among the pools now; there was a splash and a cry from behind; the tribune looked back, too, frowning; he must make no noise or they would be heard from the town!

Then Meromic took a breath, leapt, and ran. He heard a shout, and feet after him, then the whirr of a javelin; he ducked

his head and ran harder; he felt the sand yielding like sand in a dream, and saw the film of damp over it. He was nearly at the far rocks; suddenly it yielded altogether, he was in up to his knees, first one leg, then the other; he made a plunge forward, hoping to drag out on to firm ground, but he only felt it give again. The sea roared in his ears as each wave ran foaming nearer. And Rodec was so close! Oh, if only—a splash on the wet beside him, a black streak, a rope! He grabbed and had it. Louaven called; he twisted it under his arms as it pulled taut; the sand sucked at his knees and ankles; the rope dragged him forward in jerks on his face, he choked on a mouthful of salt water. He tugged at a bunch of seaweed, felt hard stone, and then Louaven's strong hands under his armpits, hoisting him up; he fell flat on the rock with his arms out, panting. After a minute or two Louaven touched his shoulder: "Look." He sat up and looked; in the gathering dusk the wave crests showed white, the sand greyish; and on that further group of rocks the little, scrambling, troubled figures, the glint of armour. "And the men who were after me?" Louaven pointed; there was something dark red half buried in the sand, a helmet crest. As he watched, two of the men on the rocks tried to run back towards the shore; they seemed to get shorter and shorter, they waved their arms. . . . Meromic gave a little gasp; he heard the oncoming waves, the splash and rush on the sand, sea-gulls crying, and through it all the confused voices of the cohort. The waves were almost up to the rock now; some of the men started singing. And the two Gauls went back into Rodec.

*A name for Meromic's sword.

Quoted from *THE CONQUERED, a Story about Caesar's Campaigns in Gaul*, by Naomi Mitchison; pp. 61-65. Published by Harcourt Brace & Co., New York.

MATERIAL AVAILABLE FOR DISTRIBUTION

Latin Notes Supplements

- I. English pronunciation of proper names in the Aeneid. Price 10 cents.
- II. Some allusions in English literature to the Aeneid. Single copies 10 cents; 5 cents for 30 copies or more.
- III. A bibliography for the study of Vergil. Price 10 cents. Valuable for college instructors as well as for the secondary Latin teacher.
- IV. Famous stories about the Romans; fifteen easy Latin narratives (with pictures) suitable for sight reading in the first year. Price 10 cents for single copies; 5 cents for 30 copies or more.
- V. Twenty interesting stories about Caesar; taken from translations of classical authors. Price 10 cents; 5 cents for 30 copies or more.
- VI. Programs for classical clubs—a summary of some accounts in the *Current Events Department of the Classical Journal* for the last ten years. An 8-page folder. Price 25 cents.
- VII. A catechism for the progressive Latin teacher, by Dr. Gonzalez Lodge, Teachers College. Price 10 cents; 30 or more, 5 cents each plus postage.
- VIII. Latin cross-word puzzles, by Dr. Roland Kent and C. R. J. Scott, University of Pennsylvania. Price 10 cents; 30 or more, 5 cents each plus postage.
- IX. Latin Grammar Speaks—an operetta, by Julia Frances Wood. Price 15 cents.

Mimeographed Material

The numbering is continued from the January issue. This material is lent to teachers upon payment of postage or is sold for five cents per item unless otherwise indicated.

109. A Meeting of the Senate, by Dr. Max Radin, University of California. Reprinted from the *LATIN NOTES* for January, 1925. Five cents.
110. A Defense of Catiline—a quotation from Beesly's *Catiline, Clodius, and Tiberius*. Contributed by Jessie Ebaugh, Western High School, Baltimore, Md. Price 10 cents.
111. A tentative outline of a course of study in Latin for the Junior High School. Prepared for her

own use by Margaret Y. Henry of the Franklin K. Lane High School, Brooklyn, N. Y. Price 10 cents.

THE PRIVATE SCHOOL'S OPPORTUNITY

Each year about one hundred boys begin the study of Latin in our school. During the first month they recite in four temporary sections. The head of the Latin Department personally teaches each of these sections for one week. Frequent meetings of the head of the department and the teachers of each section are held and a most careful study of each pupil is made. At the end of the first month the permanent sections are chosen, and neither students nor parents are told the basis of the selection.

In one section are those boys who have taken Latin before, who failed and are repeating it; in another are those boys, who because of immaturity or slow minds are unable to do the full work of the regular section and who would meet with discouragement, if they should attempt it; in another are those fellows who have ability but who will not try without compulsion; and in the last are those boys who are ready to take Latin and willing to do the work.

The teaching of each section is adapted to the needs of the boys in the group. Two of these groups always cover more ground than is ordinarily expected of First Year Latin classes and two of them never cover the required work. These either become the repeaters of the following year or take the summer course provided especially for them. This plan allows the brilliant to forge ahead, and prevents the utter discouragement that comes to a slow boy who makes an honest effort and fails.

—William R. Webb, Jr.,
The Webb School,
Bell Buckle, Tenn.

A SUMMER IN ROME

Teachers and graduate students in the classics, history, and related subjects are invited to attend the third Summer Session of the School of Classical Studies in the American Academy in Rome.

The work will be conducted by Professor Grant Showerman of the Department of Classics in the University of Wisconsin, Fellow in the School of Classical Studies in 1898-1900, visiting student in 1912-1913 and 1921-1922, Annual Professor in 1922-1923, and Director of the Summer Sessions of 1923 and 1924.

The work will consist of one comprehensive and unified course designed to communicate a general acquaintance with the city in all its phases from the first settlement to the present time, and a special acquaintance with it in the times of Cicero, Caesar, Virgil, and the first emperors. It will include (1) the history of the City of Rome, (2) the monuments of ancient, early Christian, mediaeval, Renaissance, and modern Rome, (3) life and letters in the classical period, (4) visits to a limited number of sites outside of Rome.

The lectures will be given in the Academy building, before the monuments, and at the sites. Independent reading and written work will be required of all, and the Academy certificate, recommending a credit of six hours in American graduate schools, will be presented on completion of the work by examination.

Further information may be had by addressing Director Grant Showerman, 410 North Butler St., Madison, Wisconsin.

A PLAY

The Walter H. Baker Company of Boston, Mass., publish a very short play by Katherine Hatch, entitled "*Off With His Head*." This is a comedy dealing with Latin forms and syntax and will doubtless appeal strongly to high school Latin pupils. Price 25 cents.

A REQUEST FOR INFORMATION

LATIN NOTES wishes to publish immediately information regarding courses for the training of Latin teachers which are to be given in summer sessions.